

**ASSESSING MANAGEMENT COMPETENCIES IN SELECTED
SOUTHERN CAPE MUNICIPALITIES**

BY

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DECLARATION

I, Johannes Krapohl, hereby declare that:

- The work in this research paper is my own original work.
- All sources used or referred to have been documented and recognised.
- This research paper has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised education institution.

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ABSTRACT

In his 2006 State of the Nation Address, President Thabo Mbeki emphasised the need for the development of managerial competencies and other skills to empower the country's municipalities to meet the needs of the community (Governance and Administration, 2005). In order to meet the needs of the local community, municipalities need to render effective and efficient services. The lack of relevant managerial competencies adversely influences the municipality's capacity to deliver the required services. In addition, the uneven distribution of capabilities and capacity across different sections within a municipality also poses a great risk to municipal performance and equitable service provision over the medium term. Notwithstanding progress made to date, service delivery backlogs still exist in key areas that affect the daily lives of the community. Where these backlogs coincide with poor municipal capacity, the result is service failure and a government that is incapable of meeting its goals (Governance and Administration, 2005).

The objective of the study is to assess the contemporary management competencies that are required to assist municipal management in addressing the challenges of a dynamic, uncertain and complex Local Government environment. A questionnaire was used to gather the perceptions of 26 senior managers. This sample constituted a response rate of 65 per cent of people employed by municipalities within the Eden District Municipality's service area. The questionnaires were distributed to the senior managers by means of an identified contact person within each municipality. The empirical findings such as the mean, median, standard deviation and p-values were calculated by means of MS Excel.

The main findings of this research indicated that:

- Presently the most developed managerial competencies were self-management, strategic action, planning and administration and communication.
- The least developed current competency was global awareness.

- The managerial competencies regarded as the most important for the next ten years were planning, administration and strategic action.
- Global awareness was regarded as the least important competency for the next ten years. This finding points to the need for developing the global awareness competency to ensure that Municipal Managers are more sensitive to cultural cues and are able to adapt quickly in novel situations.

KEY WORDS:

Municipalities

Management

Competencies

Capacity

Service delivery

“Effective leaders do not allow important tasks to pile up on their desks.”

“Certainly leadership involves some specific skills, but ultimately leadership is more about “being” than “doing”. Leadership development is synonymous with personal development.”

- Henry & Richard Blackaby -

“The world is full of disorganized people who have lost control of their time. A man or woman may be multitalented, possess enormous intelligence and remarkable communicative gifts, and yet end up squandering it all because of an inability to seize control of time.”

- Gordon MacDonald –

“Plan ahead. It wasn’t raining when Noah built the ark.”

- Richard Cussing –

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CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT AND DEFINITION OF CONCEPTS

1.1 INTRODUCTION AND PROBLEM STATEMENT

In his State of the Nation Address on 11 February 2005, President Thabo Mbeki emphasised the need to “massively improve the management, organisation, technical expertise and other capacities of government so that it meets its objectives” (Governance and Administration, 2005). Without competent management, South Africa will not be able to deliver on its social and economic development objectives. In January 2005 the Cabinet was made aware that government is experiencing certain critical skills shortages (Governance and Administration, 2005).

South Africa is in a process of transformation that will affect all spheres of government. The one sector that is currently being affected by this process of transformation is the Local Government sector. Local Government affects almost every aspect of daily life, from the provision of basic services like water and electricity, to the economic development of the local economy.

To assist the government in delivering on its social and economic objectives, as well as attempting to further capacitate and develop management competencies at local levels, transformation took place at Municipal levels. Transformation at Municipal level was facilitated by the Demarcation Act (Act 27 of 1998) that changed the categorisation of the approximately 843 Local Governments, to create, by means of amalgamation, the current 284 municipalities. Six metropolitan municipalities (Category A) have been demarcated and these are located in the urban areas. The remaining area of the country has been demarcated into 47 district municipalities (Category C)

and 231 local municipalities (Category B). The objective of this legislation was to:

- Provide services to the community in an equitable and sustainable manner;
- provide a democratic and accountable government to the community;
- enable effective local governance; and
- enable integrated development.

The justification behind the legislation was to establish more financially viable municipalities with a more solid tax base.

Despite everything that was put into place through the process of transforming the Local Government sector it is still not performing, as has been reported by the media (Governance and Administration, 2005).

According to Leon (2005: 20) the Auditor General's report on audit outcomes for 2003/4 for Local Government showed there is a vacancy rate of 61 per cent for senior management posts in Local Government, that has led to a near-complete breakdown of delivery in many areas.

The premier of the Free State at the opening of the legislature in 2005 justified an outcry by communities about poor service delivery arising from the inability of local authorities (Setena, 2005: 6), by saying enough is enough.

The Daily Sun (Will, 2004: 2) reported Mr Mbeki's address at the South African Local Government Association Conference in Cape Town, entitled "It's time to deliver to the people!" In his address, Mr Mbeki issued a challenge to the civil servants to:

- Develop a programme for good Local Government;
- get moving on providing free basic services to communities;
- get more public participation going; and
- fight corruption.

Mr Mbeki (Will, 2004: 2) encouraged all officials of the government to work as a team and emphasised the importance of putting effective senior management in place in communities around the country. According to the South African Local Government Association (SALGA) the problems with service delivery are mainly attributed to the lack of middle management, resulting in poor operational management of basic municipal services (Will, 2004: 3).

Furthermore, municipalities have critical problems in acquiring and retaining the skills of competent management. On 29 October 2004 (Project Consolidate, 2005), the Ministry and the Department of Provincial and Local Government launched Project Consolidate, a practical, hands-on programme of support and engagement for Local Government. The programme entails a range of measures aimed at revitalising Local Government because municipalities are best positioned to address the daily needs and challenges of their local communities.

Numerous municipalities in all nine provinces in South Africa were identified as requiring additional support. These identified municipalities would benefit from teams of development professionals and specialists that were deployed to assist them in addressing practical issues of service delivery and local governance.

These teams of professionals focused on:

- Strengthening municipal leadership and administration;
- supporting the implementation of good governance and anti-corruption programmes; and
- facilitating amongst others, the provision of water and sanitation, electricity, waste removal, assisting municipalities in developing reliable and integrated billing systems, provision of housing, roads and other infrastructure.

Facilitators who were assigned to these municipalities had to be competent in the following skills:

- *Technical skills* – referring to a specific expertise in the areas where intervention is required.
- *Problem-solving skills* – referring to an individual's ability to analyse difficult situations or impasses and to craft solutions.
- *Interpersonal skills* – referring to an ability to work effectively with others.
- *Organisational skills* – including the ability to communicate within an organisation, knowledge of the Local Government political landscape, and possession of a network. People with these skills would help the intervention team get things done and avoid conflict within the organisation (Project Consolidate, 2005).

In addition, these facilitators were responsible for managerial tasks such as:

- Recruiting an appropriate and effective intervention team;
- providing clear direction and a framework for the intervention's activities;
- keeping the vision of the intervention and/or support clear;
- coordinating related and unrelated activities;
- negotiation with stakeholders;
- mediation of conflicts;

- identifying needed resources;
- setting milestones;
- managing the financial resources dedicated to the intervention;
- keeping work on track; and
- ensuring that the intervention goals are delivered on time and with the desired impact.

This two-year engagement programme was a beginning to improving the level of managerial competency in local municipalities. The recovery of service delivery of municipalities, however, requires medium to long term support. This can be achieved by improving managerial competency levels.

Dynamic and effective leaders are essential to the success and the survival of local municipalities. The availability of an adequate, competent and dynamic management corps is a prerequisite for economic development, productivity growth and the wealth creation of any community (Louw, 1999:). Competent managers are essential to any municipality's survival and service delivery to the community. South Africa and the continent are fighting a battle against poverty and the local level of government is the first place to start. Without effective management on this level, South Africa will not succeed in the fight against poverty (Governance and Administration, 2005).

1.2 PROBLEM STATEMENT AND PURPOSE

Despite Project Consolidate there is still a dire need for the development of appropriate management competencies in municipalities. A further question pertains to the assessment of specific management competencies required. The problem statement of this research, stimulated by the criticisms as discussed previously, is to assess the current standing of contemporary management competencies required by municipalities in South Africa. More

specifically, the problem statement can be rephrased in the following question:

What are the managerial competency profiles and the required competencies at selected municipalities within the Eden District Municipality service area in the Southern Cape?

1.2.1 Purpose and sub-problems

Against this problem statement, the purpose of this research is to establish the perceptions of middle and senior management at selected municipalities in the Eden District service area in the Southern Cape with regard to their existing (current) competency levels; and their future desired ideal (next ten years) competency levels in order to determine the competency developmental needs. More specifically, the following sub-problems have been stated to achieve the problem statement and purpose of this research:

Sub-problem one:

What comprises municipal management?

Sub-problem two:

What comprises managerial competencies?

Sub-problem three:

What are the perceptions of middle and senior management at selected municipalities with regard to their existing (current) competency levels and their future desired ideal (next ten years) competency levels?

Sub-problem four:

What are the managerial competency developmental needs at the selected municipalities?

1.3 RESEARCH DESIGN AND METHODOLOGY

The study was undertaken using the positivistic approach and included both primary and secondary research. The secondary research will be discussed firstly.

1.3.1 Secondary research

Secondary research comprised an extensive investigation of literature relevant to the topic.

A literature study was conducted to obtain the information required to satisfy the first and second sub-problems (see Section 1.2.1); namely to establish what comprises municipal management and what comprises managerial competencies. The library of the Nelson Mandela Metropolitan University was used to conduct a data search, via online databases, to establish the existence of any similar studies, dissertations on competencies of management in municipalities. The online databases utilised included EBSCOhost, Emerald, SABINET, various electronic journals and the Internet.

1.3.2 Primary research

Primary research data was collected via an empirical survey amongst a respondent sample by means of a questionnaire.

The survey was conducted to satisfy the requirements of the sub-problems three and four (see Section 1.2.1) by establishing the perceptions of senior and middle level management with regard to their existing (current) competency levels and the future desired ideal (next ten years) competency levels at selected Category B municipalities that are located within the service area of Eden District Municipality. These six Category B municipalities

included Oudtshoorn, Kannaland, Hessequa, Mosselbay, George and Bitou Municipalities. Also included in this study is the Eden District Municipality.

The survey was conducted by means of a questionnaire that contained closed questions where the respondent had to respond to a seven point Likert scale (Sekaran, 1992: 203). The questionnaire consisted of Section A, namely questions pertaining to management competencies, Section B information regarding management level, gender, population group, qualification level and department was requested.

The questionnaire was submitted to all the middle and senior managers within the Eden District Municipality service area in the Southern Cape and data gathered, as explained below. The relatively small population made it easy to include all the mentioned managers (N=40) within the sample frame.

In order to gather the empirical data, the researcher made use of the following research process:

- A contact person in each of the selected municipalities was identified;
- all the respondents within the selected municipalities were identified;
- the questionnaires, with accompanying explanatory letters, were delivered to each contact person at the selected municipalities;
- follow-up with the relevant contact person at each municipality;
- completed questionnaires were collected personally from the selected contacted persons;
- data was captured on Excel spreadsheets and the information interpreted;

- conclusions regarding the current levels of competencies and the importance the competencies required for the next ten years, were made.

A comprehensive account of the research design and methodology is provided in Chapter 4.

1.4 DELIMITATION OF THE RESEACH

Research was restricted to middle and senior managers employed at the selected municipalities in the Eden District Municipal service area in the Southern Cape.

1.5 DEFINITION OF KEY CONCEPTS AND ASSUMPTIONS

This research proposal contains certain concepts used as well as an assumption.

1.5.1 Key concepts

The following aims to provide an explanation of how certain terms are intended to be understood with regard to this research.

- Competency

Competency refers to combinations of knowledge, skill, behaviours, and attitudes that contribute to personal effectiveness (Hellriegel, Jackson, Slocum, Staude, Amos, Kloppe, Louw & Oosthuizen, 2004: 5).

- Capacity

Capacity refers to the maximum level of value-added activity over a period of time (Chambers, Johnston & Nigel, 2001: 338).

- Municipality

According to the Constitution of the Republic of South Africa (Act 108 of 1996), South Africa has a three-tier system of government, which involves the national, provincial and local levels of government. There are two levels of local municipalities, namely district and local councils. A district municipality has municipal executive and legislative authority over a larger area, and its primary responsibility is mainly planning and capacity building. Individual local municipalities fall within a district municipality's jurisdiction area. The local municipality shares its municipal authority with the district municipality under which it falls. A municipality has the right to govern, on its own initiative, the Local Government affairs of its community, subject to national and provincial legislation, as provided for in the Constitution.

For the purpose of this research, the selected municipalities refer to the Eden District Municipality in the Southern Cape and the six Category B municipalities within its service area.

- Service delivery

As stated in the Constitution of the Republic of South Africa (Act 108 of 1996), Local Government renders basic services directly to the local community. According to the White Paper on Local Government (1998), basic services are services that enhance the quality of life of citizens, and increase their social and economic opportunities by promoting health and safety, facilitate access (to work, to education, to recreation) and stimulate new, productive activities.

- Management

Management refers to middle and senior management levels at the selected municipalities. Senior management comprises the Municipal Manager and the other Section 57 managers. The post level one to three managers reporting to senior managers are referred to as Middle Managers.

1.5.2 Assumptions

The research was done on the basis that municipalities lack competent management.

1.6 STRUCTURE OF THE STUDY

The overall structure of the study progresses from an introductory problem statement, theoretical study and empirical findings to the conclusion and recommendations. The chapters that constitute the research report are as follows :

Chapter 1 : Introduction, problem statement and definition of concepts

This chapter provides an introduction to the study and defines the problem to be investigated. A brief synopsis of the research design methodology and data collection process is given. The chapter concludes with the definition of certain concepts.

Chapter 2 : An overview of Local Government management

In this chapter aspects of management in Municipalities in South Africa are discussed. Aspects that will be discussed are the transformation of Local Government and legislation that supports Local Government in its developmental role.

Chapter 3 : Management competencies

This chapter provides an overview of management competencies. The management competencies will be defined and the following competencies will be discussed in this chapter in detail; namely communication, planning and administration, teamwork, strategic action, global awareness and self-management.

Chapter 4 : Research design and methodology

The chapter provides an in-depth discussion of the approach employed for research design and methodology. The process of research design comprised the selection of a research paradigm, implementing a suitable research methodology, employing data selection, collection and analysis. This process assisted the researcher to reach defined answers to the sub-problems outlined in Section 1.2.1.

Chapter 5 : Empirical findings

This chapter contains the results obtained from the primary research effort and provides extensive analysis of what the perceptions of middle and senior management are at the selected Eden District Municipalities with regard to their existing (current) competency levels and their future desired ideal (next ten years) competency levels.

Chapter 6 : Summary, conclusions and recommendations

This chapter concludes the study and offers recommendations based on the analysis and findings of the investigation. In this chapter the conclusions for this research will be given according to the sub-problems. By solving these sub-problems, the problem statement, namely to assess the current standing of contemporary management competencies required by municipalities, was resolved.

1.7 SUMMARY

The problem and the sub-problems to be investigated in the study were formulated. The approach of the investigation and the limitations within which took place were discussed and certain key concepts were described. The following chapter provides an overview of Local Government Management.

CHAPTER 2

AN OVERVIEW OF LOCAL GOVERNMENT MANAGEMENT

2.1 INTRODUCTION

The previous chapter provided an introduction to the study and defined the problem to be investigated. In this chapter, aspects of management in Local Government in South Africa and specifically in the Southern Cape will be discussed.

South Africa is a constitutional democracy that has a three-tier system of government (Constitution of the Republic of South Africa, Act 108 of 1996). The three-tier system involves the national, provincial and local levels of government, and each sphere is separated with its own powers and functions, and even though some of these may overlap, they each have their own legislative and executive authority in their own spheres.

The Constitution defines the national, provincial and local levels of government as distinctive, interdependent and interrelated (Constitution of the Republic of South Africa, Act 108 of 1996). There are two levels of local municipalities: district and local councils, which are interdependent and involve a division of powers.

South African Local Government has undergone vast transformation since 2000, with much of the change having been implemented to correct imbalances, inequities and disparities within the local communities as a result of Apartheid (Williams, 2006). This transformation has amalgamated many of the urban and rural municipalities into new, larger local entities, where more people and communities are governed under fewer, larger entities, which

have greater judicial boundaries. The justification behind the amalgamation was in order to establish municipalities that were more financially viable because the tax base of these structures would be more solid. The bringing together of a number of municipalities also brings together a vast array of people, and therefore a myriad of cultures are combined and this affects the commitment of employees working within these municipalities due to conflicts between groups as priorities shift (Williams, 2006). Local Government affects almost every aspect of daily life, from the provision of basic services like water and electricity, to the development of the local economy. This role of service delivery to the people at ground level requires Local Government to display, and embody, the virtues of transparency, accountability, participation and effective use of resources. The question that arises now is whether management at Local Government level has the relevant competencies to manage and steer Local Government through this process.

2.2 BACKGROUND OF THE LOCAL GOVERNMENT ENVIRONMENT

As previously mentioned, the Demarcation Act (Act 27 of 1998) changed the categorisation of the approximately 843 Local Governments, to create, by means of amalgamation, the current 284 municipalities. Six metropolitan municipalities (Category A) were demarcated and these are located in the urban areas. The remaining area of the country was demarcated into 47 district municipalities (Category C) and 231 local municipalities (Category B), which are located within the various district councils.

District municipalities and local municipalities are interdependent and involve a division of powers. A district council has municipal executive and legislative authority over a large area, its primary responsibility being district-wide planning and capacity building. Within a district council's area of jurisdiction, individual local councils are located, which share their municipal authority with the district council under which they fall (Demarcation Act, Act 27 of 1998).

For the purpose of the study one of the 47 Category C municipalities; namely Eden District Municipality in the Southern Cape Region, was chosen. The following six Category B local municipalities, were included in this study, namely Oudtshoorn, Kannaland, Hessequa, Mosselbay, George and Bitou Municipalities, which are located within the service area of Eden District Municipality. The Eden District Municipality service area includes the Klein Karoo and Garden Route areas. Both areas are well known as popular tourism destinies. Both the Eden District Municipality, as well the various local municipalities, are important role players in the tourism industry of this area. It is thus evident that the various levels of municipalities in the area must be managed by competent managers.

2.3 PRIMARY ROLE OF LOCAL GOVERNMENT

The preamble to the Local Government: Municipal Structures Act (Act 117 of 1998), recognises the importance of Local Government development. The disparities created during Apartheid in terms of service delivery and infrastructural development therefore needed competent management to manage the process of addressing these deficiencies and backlogs.

Management in a municipality comprises both political and the administrative levels of management. Administratively, the Municipal Manager is the head of the municipality, but subject to the policy directions of the Municipal Council which represents the political level of management. Councillors come from the very community which they govern and they therefore have intimate knowledge of the needs of their respective wards and the municipality as a whole. Councillors also have a better understanding of the local conditions, unlike national or provincial political representatives. As stated in the Constitution of the Republic of South Africa (Act 108 of 1996), Local Government renders basic services directly to the local community, but this must take place in co-operative governance with the other spheres of government.

Chapter 3 of the Constitution of the Republic of South Africa (Act 108 of 1996) accords Local Government the status of a sphere, rather than a tier or level of government. This new status of Local Government means that it is no longer a function of National or Provincial Government, but a sphere of government in its own right. For the first time in South African history, the Constitution renders Local Government a government sphere with executive and legislative powers which may not be easily impeded by National and Provincial Government.

Section 152(1) and (2) of the Constitution of the Republic of South Africa, (Act 108 of 1996) gives Local Government constitutional obligation to perform the following:

- (1)
 - (a) To provide democratic and accountable government to local communities.
 - (b) To ensure the provision of services to communities in a sustainable manner.
 - (c) To promote social and economic development.
 - (d) To promote a safe and healthy environment, and
 - (e) To encourage the involvement of communities and community organisations in matters of Local Government.
- (2) A municipality must strive, within its financial and administrative capacity, to achieve the objects set out in sub-section (1).

The preamble to the Local Government Municipal Systems Act (Act 32 of 2000), echoes the importance of Local Government in ensuring universal

access to essential services by citizens, and specifically the poor and disadvantaged who were neglected under Apartheid. It further recognises the social and economic development orientation of Local Government, which ensures that municipalities fulfill their obligations as stated in the Constitution of the Republic of South Africa (Act 108 of 1996). The success of the other spheres of government will therefore depend on the success and survival of Local Government.

2.4 DEVELOPMENTAL ROLE OF LOCAL GOVERNMENT

Section 153 of the Constitution of the Republic of South Africa (Act 108 of 1996), assigns a developmental role to Local Government:

A municipality must –

- (a) structure and manage its administration, budgeting and planning processes, to give priority to the basic needs of the community and to promote the social and economic development of the community, and
- (b) participate in national and provincial development programmes.

Section 23(1) of the Local Government Municipal Systems Act (Act 32 of 2000), gives the vision of developmental Local Government as envisaged in the Constitution of the Republic of South Africa (Act 108 of 1996), as follows:

- (1) A municipality must undertake developmentally orientated planning as to ensure that it –
 - (a) strives to achieve the objects of Local Government set out in Section 152 of the Constitution;

- (b) gives effect to its developmental duties as required by Section 153 of the Constitution; and
- (c) together with other organs of state, contributes to the progressive realisation of the fundamental rights contained in Sections 24, 25, 26, 27, and 29 of the Constitution.

Section 1 of the Local Government Municipal Systems Act (Act 32 of 2000), states that developmental means sustainable development which includes integrated social, economic, environmental, spatial, infrastructural, institutional, organisational and human resources development of a community aimed at:

- (a) Improving the quality of life of its members, with specific reference to the poor and other disadvantaged sections of the community, and
- (b) Ensuring that development serves present and future generations.

To support and manage this developmental role assigned to municipalities by the Constitution of the Republic of South Africa (1996) and the Municipal Systems Act (Act 32 of 2000) effective management is needed.

2.5 MANAGEMENT IN LOCAL GOVERNMENT

Section 59 of the Local Government Municipal Systems Act (Act 32 of 2000), sets out the responsibilities of the Municipal Manager:

As head of administration the municipal manager of a municipality is, subject to the policy directions of the municipal council, responsible for-

- a. the formation and development of an efficient and performance driven administration;

- b. the management of the municipality's administration in accordance with this Act;
 - c. the implementation of the municipality's integrated development plan, and the monitoring of progress with implementation of the plan;
 - d. the management of the provision of services to communities in a sustainable manner;
 - e. the control, management, effective utilisation and training of staff;
 - f. the maintenance of discipline of staff;
 - g. the promotion of sound labour relations;
 - h. advising the municipal council and other political structures and functionaries of the municipality;
 - i. managing communications between the municipality's administration and the political structures and functionaries of the municipality;
 - j. carrying out the decisions of the municipal council and the decisions of other political structures and functionaries of the municipality;
 - k. the administration and implementation of the municipality's by-laws and other legislation;
 - l. the exercise of any powers and the performance of any duties delegated by the council, or sub-delegated by other delegating authorities of the municipality, to the municipal manager in terms of section 62; and
 - m. the implementation of national and provincial legislation applicable to the municipality.
2. As accounting officer of the municipality the municipal manager is responsible and accountable for-
- a. all income and expenditure of the municipality;
 - b. all assets and the discharge of all liabilities of the municipality;
 - c. sound financial management of the municipality, including the establishment of effective credit control mechanisms;
 - d. ensuring that the municipality is financially sustainable; and

- e. compilation and signing of annual financial statements.

Municipal managers must appoint managers directly accountable to them. The municipal managers and managers appointed by them must enter into a written employment contract with the municipality as set out in section 60 of the Local Government: Municipal Systems Act (Act 32 of 2000). These contracts must include-

- a. details of remuneration, benefits and other terms and conditions of employment;
- b. performance objectives and targets that must be met, and the time frames within which those performance objectives and targets must be met;
- c. standards and procedures for evaluating performance and intervals for evaluation; and
- d. the consequences of substandard performance.

According to the Human Sciences Research Council's (HSRC) Institutional Review (2003), the National Government has placed impossible expectations on the country's smaller municipalities. These smaller municipalities are approaching a survival crisis because of their lack of capacity. National Government has given municipalities a new role without providing the resources they need to play such a role. Government envisages a new culture of municipal governance evident in service delivery models that should ideally be customer, performance and output orientated. The new role envisaged for South Africa's municipalities is that they become local development agencies.

Research by the HSRC (2003) reveals that municipalities are far from able to deliver on such an expectation. Municipalities are desperate for assistance by the Department of Provincial and Local Government. Municipalities are aware that their situation is poorly managed, and they also know that without technical and financial assistance, they will not be able to solve their problems. The situation in smaller municipalities is that individuals are

overloaded. In many cases, tasks have to be performed by municipalities with poor data management systems. According to the research by the HSRC these problems arise from insufficient funding and a lack of management capacity.

It has been asserted that in some provinces political parties vetted candidates for the posts of municipal managers in all the municipalities, without addressing the capacity problem in management (HSRC Institutional Review, 2003). This practice often leads to the appointment of candidates with very poor qualifications or experience. This dilemma is further exacerbated by the involvement of private-sector consultants who are called in to fill the qualification gap and often do not help municipalities in the long run as there is no transfer of competencies. The answer to municipalities' growing capacity problem must come from the national officials who laid the development burden on them, according to this HSRC's research.

The Demarcation Act (Act 27 of 1998) has also contributed towards management challenges within District Municipalities. For example, the former municipalities of Oudtshoorn, De Rust and Dysselsdorp were amalgamated into one local municipality; namely, Oudtshoorn Municipality. Oudtshoorn Municipality inherited the additional administration of De Rust and Dysselsdorp without financial resources and extra management capacity. The Kannaland Municipality found itself in the same situation.

2.6 SUMMARY

In this chapter, the role of management in Local Government in South Africa was discussed.

The Demarcation Act (Act 27 of 1998) reduced the number of municipalities from 843 municipalities to the current 284 municipalities by means of amalgamation. The result is six metropolitan municipalities (Category A), 47 district municipalities (Category C) and 231 local municipalities (Category B).

For the purpose of this study the service area of the Eden District Municipality in the Southern Cape was chosen.

The disparities created during Apartheid in terms of service delivery and infrastructural development therefore need competent management to manage the process of addressing these deficiencies and backlogs. Legislation like the Municipal Structures Act (Act 117 of 1998) and the Municipal Systems Act (Act 32 of 2000) recognises the importance of Local Government development. It further recognises the social and economic development orientation of Local Government, which ensures that municipalities fulfill their obligations as stated in the Constitution of the Republic of South Africa (Act 108 of 1996).

Many municipalities suffered because of the lack of management competencies created by the process of transformation and now also have to deal with the additional burden created by the Demarcation Act (Act 32 of 2000).

The responsibilities of the municipal manager are recognised by Section 59 of the Local Government Municipal Systems Act (Act 32 of 2000).

Despite all the legislation regarding municipal management, the process of transformation with regard to the acquisition and retaining of competent management has not taken place as envisaged. Most affected are the smaller municipalities.

As previously mentioned, the transformation since 2000 in the Local Government sector has resulted in the amalgamation of many of the urban and rural municipalities. The justification behind the amalgamation of establishing more financially viable municipalities has not been realised.

The fact that Local Government affects almost every aspect of daily life, from the provision of basic services like water and electricity, to the development of the local economy, puts more pressure on the competency levels of Local Government management. There is no uncertainty about the fact that

municipalities need management competent enough to steer them through this transformation process.

In the next chapter management competencies will be defined and the following competencies will be discussed in detail; namely, communication, planning and administration, teamwork, strategic action, global awareness and self-management. To be effective as a manager these competencies are required.

CHAPTER 3

MANAGEMENT COMPETENCIES

3.1 INTRODUCTION

According to Hellriegel et al. (2004: 7), the definition of a manager is a person who plans, organises, directs and controls the allocation of human, material, financial and information resources in pursuit of the organisation's goals. The types of managers in the case of municipalities, are for example, the Municipal Manager and the other Section 57 managers, referred to as senior managers. The managers under them are referred to as middle managers. What they have in common is responsibility for the efforts of a group of people who share a goal and access to resources that the group can use in pursuing its goal.

The question can be posed, what sets managers apart, if not their job titles? Simply put, the difference between managers and individual contributors is that managers are evaluated on how well they direct people to do their jobs.

Managers achieve organisational goals by enabling people to do their jobs effectively – not by performing all the tasks themselves – they must find ways to keep the employees motivated (Hellriegel et al., 2004: 7).

Effective managers know that they must understand their employees and what motivates them. In order to understand what motivates an employee, a manager must find out what that employee's needs are, and what goals they have set for themselves. It is important for a manager to understand how to motivate their employees because high levels of motivation are very important contributors to high performance. Highly motivated employees strive to produce at the highest possible level and exert greater effort than employees who are not motivated. Motivated employees want to come to work. They want to be part of teams at work;

they are interested in helping and supporting others at work and generally exert greater effort in their work, contributing more to the organisation. An effective manager must understand that each individual employee is different. An effective manager directs employees' work to enable them to fulfill their individual needs and contribute to achieving the goals of the organisation (Schultz, Bagraim, Potgieter, Viedge & Werner, 2003: 53).

Effective managers are essential to any organisation's overall success; regardless of whether it is a global giant or a small start-up enterprise. Indeed having talented people is so important to the success of a business that Financial Mail includes "the ability to attract, develop and keep talented people" as one of the key factors used to establish its list of the Most Innovative Global Organisations (Hellriegel et al., 2004: 5).

South African municipalities are in dire need of effective managers and serious action needs to be taken to address this need. To be an effective and efficient manager certain competencies are required, which will be the focus of this chapter. The purpose of this chapter is to provide an overview of management competencies. In doing so, management competencies will be defined and the following competencies will be discussed in detail; namely communication, planning and administration, teamwork, strategic action, global awareness and self-management.

3.2 DEFINING MANAGERIAL COMPETENCIES

Hellriegel et al. (2004: 5) maintain that managerial competencies include knowledge, skills, behaviours, and attitudes, which are needed for a manager to be effective in a wide range of managerial jobs and various organisational settings. Hellriegel et al. (2004: 5) identify six specific competencies as being particularly important: communication, planning and administration, teamwork,

strategic action, global awareness and self-management. These competencies are transferable from one organisation to the next. Regardless of when, where, or how these competencies are developed, managers should be able to utilise them in any managerial position.

3.3 COMMUNICATION COMPETENCY

Schultz et al. (2003: 24), contend that communication is the one activity that takes up most of a manager's time, as well as the time of non-managerial professionals. Kelly (2000: 92-101) defines organisational communication as "the process by which information is exchanged and understood by two or more people, usually with the intent to motivate or influence behavior." This definition of communication stresses its intent – the sender has the intent to influence the receiver to do what the sender wants. According to Hellriegel et al. (2004: 16) the term communication competency refers to the effective transfer and exchange of information that leads to understanding between oneself and others. Because managing involves getting work done by other people, communication competency is essential to effective managerial performance. Without communication nothing will happen (Smit & Cronjé 1992: 375). Communication is not something one does to other people; it is something one does with them. Usually, it is a dynamic, give-and-take process that involves receiving messages from others as well as sending messages to others.

For the purpose of this research the communication competency includes the following dimensions, namely informal communication, formal communication and negotiation. These dimensions will be discussed subsequently.

3.3.1 Informal communication

Schultz et al. (2003: 124), further point out that informal communication channels are not sanctioned by management and do not follow formal patterns of communication. However, informal communications are often

perceived by employees as more believable than those received through the formal channels (Cook & Hunsaker, 2001: 280).

The pathways along which unofficial, informal information travels in an organisation are commonly known as the grapevine. Informal information often reaches its audiences more rapidly than formal organisational messages – this is because informal communication can cross formal organisational boundaries and it tends to be communicated orally. Greenberg and Baron (2000: 308) describe how oral messages may become increasingly inaccurate as they flow along the grapevine. However, grapevines are not necessarily bad. The informal socialisation that takes place between co-workers can make work groups more cohesive and provide opportunities for human contact. Although most information communicated along the grapevine is accurate, small inaccuracies may alter the overall meaning of a message, to the detriment of a stable workforce.

Through informal communication, managers build a social network of contacts. In China, these connections are known as *guanxi*. In South Africa this is subsumed in the notion of *ubuntu*. According to the *ubuntu* philosophy, a manager is expected to inform and communicate with his or her own group and to be their mouthpiece in external communication. When business leaders in China were asked to identify the factors most important to long term business success, *guanxi* was the only factor chosen consistently – ahead of choosing the right business, location, selecting the right business strategy and competitive strategy (Hellriegel et al., 2004: 16).

3.3.2 Formal communication

Hellriegel et al. (2004: 16) also point out that being able to communicate in more formal situations is important to managerial effectiveness. Formal communication, such as newsletter, is often used to inform people of relevant events and activities and to keep people up to date on the status of ongoing projects. Formal communication can also take place via the electronic media. Public speeches are another example of formal communication, which can

also take place at a more personal level, such as during conversations with suppliers and clients.

Schultz et al. (2003: 124) divide formal communication into three patterns of communication; namely downward communication, upward communication and horizontal communication. Downward communication refers to the process of sending messages to employees lower in the organisational hierarchy. Managers use this direction of communication to:

- Give information about policies, procedures and practices;
- provide performance feedback;
- point out problems;
- socialise employees;
- assign goals; and
- issue orders and directives to staff members.

Upward communication refers to the process of sending messages to managers or other employees higher in the organisational hierarchy. Increasingly, senior managers are empowering low-level managers and non-managerial employees to make significant decisions. This requires high-quality upward communication as an employee can create misunderstanding by:

- Telling the manager only good news;
- paying the manager compliments;
- always agreeing with the manager;
- not offering personal opinions that are different from those of the manager;
- protecting the manager from information detrimental to him or her;
- concealing information potentially damaging to the employee; and
- selecting words that project only favourable impressions.

Horizontal communication refers to the process of sending messages between peers at the same organisational level, and can cut across department and work groups.

Formal horizontal communication includes intradepartmental problem solving, interdepartmental coordination and staff advice to line departments.

3.3.3 Negotiation

Negotiation, the process of arriving at mutual satisfaction through discussion and bargaining with another party, is an essential management skill (Flanagan & Finger, 2004: 290). Managers negotiate to settle differences, to determine the value of services or products, or to vary terms or agreements.

Negotiation involves exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties. Therefore it is important that one enters negotiations with a clear strategy in mind. The successful outcome depends on the ability to gain acceptance and commitment to actions and ideas. Skilled negotiators achieve better results, get more mileage out of authority, and become more powerful and influential in their organisations. Effective negotiators are satisfied in knowing they never give up more than they have to or settle for less than they should, use productive behaviours to come to agreement efficiently and with a minimum of conflict.

In order to be an effective negotiator a manager should consider the following guidelines as given by Robbins and DeCenzo (2004: 363):

1. Research the individual with whom negotiating will take place.
2. Begin with a positive overture.
3. Address problems, not personalities.
4. Pay little attention to initial offers.

5. Emphasise win-win solutions.
6. Create an open, trusting climate.
7. If needed, be open to accepting third party assistance.

3.4 PLANNING AND ADMINISTRATION COMPETENCY

Another Hellriegel et al. (2004: 71) point is that planning is the most basic managerial function. When done properly it sets the direction for the organising, leading and controlling functions. Planning is the formal process of (1) choosing the organisation's vision, mission, and overall goals for both the short term and the long term; (2) devising divisional, departmental, and even individual goals based on organisational goals; (3) choosing strategies and tactics to achieve those goals; and (4) allocating resources (people, money, equipment, and facilities) to achieve the various goals, strategies, and tactics. If undertaken properly, planning should assist in (1) identifying future opportunities; (2) anticipating and avoiding future problems; (3) developing courses of action and (4) understanding the risks and uncertainties associated with various options. Thus the organisation will have a better chance of achieving its general goals. These goals include adapting and innovating in order to create desirable change, improving productivity, and maintaining organisational stability. Achieving these goals should enable the organisation to achieve long term growth, profitability, and survival.

The planning and administration competency involves deciding what tasks need to be done, determining how they can be done, allocating resources to enable them to be done, and then monitoring progress to ensure that they are done. For many people, the planning and administration competency comes to mind first when they think about managers and managing. Included in the category are:

- Information gathering, analysis, and problem solving;
- planning and organising projects;
- time management; and
- budgeting and financial management (Hellriegel et al., 2004: 17).

The use and application of technology is essential for a manager to be effective in planning and administration. To be able to apply technology a manager needs to:

- Understand and use basic technology such as emailing and scheduling, as a tool in staff communication;
- understand technology well enough to make management level decisions on purchasing equipment, software, and other Information Technology (IT) related expenses;
- explore technological options for programme operations;
- explore new applications or enhancements with appropriate IT staff to assist staff in carrying out responsibilities and to provide better services to customers;
- be creative and visionary in the application of technology to improve services and productivity;
- encourage staff development and training for new IT applications;
- be proficient in using appropriate personal computer software and agency communication systems;
- use efficient and cost-effective approaches to integrate technology into the workplace and improve programme effectiveness;
- develop strategies using new technology to enhance decision making; and
- understand the impact of technological changes on the organisation (Technology use, 2006).

3.4.1 Time management

Time is a constant. A day has twenty-four hours, no more, no less (Flanagan & Finger, 2004: 198). The challenge is to maximise their use - and it is possible, provided that you approach the issue methodically.

Managing time and planning are core skills for dealing with a stressful job. Symptoms of poor time management include rushing, vacillation (stop-go management) between unpleasant tasks, failure, with many hours spent on unproductive and unimportant activities, constantly missing deadlines, not enough time for rest or a personal/social life, feeling overwhelmed by details, and spending most of the time doing what one does not want to do. A major reason for poor planning and time management is the lack of a clear life plan in which a personal vision, purpose and related goals are set. This is exacerbated by a lack of job clarity.

The three central concepts of effective time management are:

- A clear goal statement and plan;
- a “To Do List”; and
- a schedule (Schultz et al., 2004: 218).

Managers need to formulate a clear life goal statement and review it annually. The “To Do List” includes all time demands and tasks with accompanying priority ratings. Energy and time are finite and the schedule allows managers to allocate specific times for tasks. They are also able to allocate this time in terms of their preferences for specific times when they are most and least productive. For instance, a “morning” person may schedule complex tasks requiring concentration for the early part of the day, while blocking off an hour later in the day for returning phone calls and emails (Schultz et al., 2003: 218).

3.4.2 Budgeting and financial management

Thomas Paine, the great revolutionary writer, is supposed to have said “People don’t plan to fail, they fail to plan” (Flanagan & Finger, 2004: 290). His words of wisdom can certainly be applied to budgeting. Planning (together

with foresight) is acknowledged as the best way to avoid financial problems. A well-planned budget helps managers to collect and use information about the day-to-day functions of the business and spot problems before they derail business plans.

It is important that managers understand budgets, cash flows, financial reports and annual reports and that they regularly use such information. Keeping accurate and complete financial records and creating budgetary guidelines for others and working within the guidelines given by others will further ensure the efficiency of this competency (Hellriegel et al., 2004: 15).

3.5 TEAMWORK COMPETENCY

Hellriegel et al. (2004: 18) define teamwork as the accomplishment of tasks through small groups of people who are collectively responsible, where their work is interdependent.

Teamwork can also be described as working effectively with others in the organisation outside of normal authority (such as peers in other units or senior management) to accomplish organisational goals and to identify and resolve problems. Because most of the work requires the input and cooperation of others, individuals find themselves in challenging relationships – with managers, peers, teammates, customers, suppliers, or project teams – that require considerable collaborative skills. The ability to work as a member of a team, therefore, is essential for utilising people and resources effectively and accomplishing optimal results. The person, who works well with others as part of a team, contributes ideas, disagrees tactfully, shares success, and actively listens.

Schultz et al. (2003: 97) list the advantages of implementing teamwork as:

- Better performance as compared to traditional supervision structures.
- Improved job satisfaction levels as a result of improved intrinsic rewards.

- Increased collective commitment to organisational goals.
- Hierarchical supervision replaces peer control.
- Increased commitment to team performance, if employees see the value of teams.
- More creative solutions to problems, as teams enable people to pool their ideas.
- Decentralized decision-making to frontline employees to improve the delivery of the product or service to customers.

Teams form a critical link between the individual and the organisation, because teams enable the accomplishment of tasks that cannot always be achieved by individuals. Workplace teams are categorised into a number of types, based on their overall purpose, mode of functioning and structure. These types, as given by Schultz et al. (2003: 98), include:

- **Cross-functional teams** that cut across different functions (for example, product development team) are used regularly by team-based and conventional organisations.
- **Functional teams** are made up of team members all working together in a section or department.
- **Project teams** are formed to address specific production and/or support problems.
- **Self-directed teams** are responsible for determining their own specific work tasks, schedules, processes, quality controls and reward structures.

- **Virtual teams** consist of colleagues linked globally via an intranet communication system. The concept of time and space become blurred, as members of the team will be working at different times of the day in different parts of the country or world, or in the office next door to you.
- **Management teams:** Although everyone in a team-based organisation has a role in managing it, pure management roles still do exist.
- **Shared service teams:** Certain individuals whose work is of a specialist or support nature, may organize themselves into *shared service teams* that provide services such as specialist consulting to the core work teams.

The next step in the developing of your team work competency is the designing of the teams, the creation of a supportive environment and the management of team dynamics.

3.5.1 Designing teams

Designing the team is the first step for any team project and is usually the responsibility of a manager or team leader. But in self-managed teams, the entire team participates in the design. Team design involves formulating goals to be achieved, defining tasks to be done, and identifying the staffing needed to accomplish those tasks. Team members should identify with the team's goals and feel committed to accomplish them. Members of a well-designed team understand its tasks and how its performance will be measured; they are not confused about which tasks are theirs and which tasks are some other team's.

A well-designed team has just the right number of members. Too many members leave room for free riders; too few create too much stress and leave the team feeling incapable of successfully achieving its goals. A well-designed team is capable of high performance, but needs a supportive environment to achieve its full potential. All members of a team should have

the competencies needed to create a supportive environment (Hellriegel et al., 2004: 19).

3.5.2 Creating a supportive environment

In a supportive environment team members are empowered to take actions based on their best judgment, without always seeking approval from the team leader or project manager. Support also involves eliciting contributions from members whose unique competencies are important for the team and recognising, praising, and rewarding both minor victories and major successes. A manager, who has a good teamwork competency, respects other people and is respected and even liked by them in return. Managers who lack the teamwork competency are often viewed as being rude, abrupt, and unsympathetic, making others feel inadequate and resentful. Fundamentally creating a supportive environment involves coaching and mentoring team members to improve their performance in the short term and prepare them for future challenges (Hellriegel et al., 2004: 19).

3.5.3 Managing team dynamics

Conflicts and disagreements among team members are natural, which means that managing team dynamics is necessary for effective teamwork. The understanding of the strengths and weaknesses of team members is important. The strengths of the different members are then used to accomplish tasks as a team. Also important is to bring conflict and dissent into the open and using it to enhance the quality of decisions. Equally important is facilitating cooperative behaviour and keeping the group moving its goals forward (Hellriegel et al., 2004: 19).

3.6 STRATEGIC ACTION COMPETENCY

This competency involves the understanding of the overall mission and values of the organisation and ensuring that the manager's actions and those of the people the manager manages are aligned with them. Strategic action involves the understanding of the industry and the organisation and the taking of strategic actions (Hellriegel et al., 2004: 19).

The following two aspects of the strategic action competency namely; the understanding of the industry and cultural openness and understanding are very important, particularly in Local Government management.

3.6.1 Understand the industry

Employees at all levels and in all functional areas in contemporary organisations and at municipalities are being challenged to think strategically in order to perform their jobs better. They are expected to recognise that shifts in the strategic direction of an organisation are to be expected – even anticipated. Managers and other employees, who understand municipalities, can accurately anticipate strategic trends, and prepare for the future needs of the municipality, are less likely to find themselves looking for new jobs when the organisation changes direction (Hellriegel et al., 2004: 20).

3.6.2 Understand the organisation

This dimension of strategic action involves not just the particular unit in which the manager works, but also understanding the organisation as a system of interrelated parts. It includes comprehending how departments, functions, and divisions relate to one another and how a change in one can affect others. A manager with a well-developed strategic action competency can diagnose and assess different types of management problems and issues that might arise. Managers must perceive changes in the organisation's environment and be prepared to take strategic actions (Hellriegel et al., 2004: 20).

A municipality comprises different interrelated departments with one shared purpose: of rendering basic services to the local community. It is crucial for managers to understand the municipal environment and the relationship between the various departments to ensure effective service delivery.

3.7 GLOBAL AWARENESS COMPETENCY

Carrying out an organisation's managerial work by drawing on the human, financial, information, and material resources from multiple countries and service markets that span multiple cultures requires global awareness competency (Hellriegel et al., 2004: 20). Municipalities in South Africa do not operate in isolation; many municipalities go into twin-city agreements with municipalities from other countries. Workforces within municipalities are so diverse that managers need this competency just to be effective in their work environment.

3.7.1 Cultural knowledge and understanding

Where business is moving globally, managers are expected to develop knowledge and an understanding of at least a few other cultures. This cultural knowledge will include forces like, geography and climate, political processes and orientation, economic systems and trends, history, religion, values, beliefs, and local customs, which shape a cultural group's lives (Hellriegel et al., 2004: 22).

In South Africa it is to a manager's advantage to be able to understand, read and speak one of the indigenous languages. This will enable the manager to understand the diversity in the municipal environment.

3.7.2 Cultural openness and understanding

An open attitude about cultural differences and sensitivity to them, are especially important for anyone who must operate across cultural boundaries. (Hellriegel et al., 2004: 22). Culture comprises tangible, intangible, and symbolic elements in organisational life: those customs, stories, practices, assumptions, values, symbols, ceremonies and traditions that are shared by all members of an organisation. Cultures indicate how employees should dress, think, work, behave, communicate and make decisions in the workplace (Flanagan & Finger, 2004: 304).

Managers cannot assume that everyone will think and act as they do, nor that everyone will automatically understand their point of view. Openness and sensitivity mean actively considering how another culture might differ from your own and examining how your own culture affects your behaviour.

Among South African municipalities there is an urgent need to develop multi-functional, multi-skilled pools of managers (Hellriegel et al., 2004: 22).

3.8 SELF-MANAGEMENT COMPETENCY

The self-management competency involves managers taking responsibility for their own lives at work and beyond. Often when things do not go well, people tend to blame their difficulties on the situations in which they find themselves or on others. Effective managers who take responsibility for their individual development do not fall in this trap (Hellriegel et al., 2004: 22).

The self-management competency consists of the following dimensions, namely: integrity and ethical conduct, personal drive and resilience, balancing work and life issues and self awareness and development, which will subsequently be discussed.

3.8.1 Integrity and ethical conduct

According to Flanagan and Finger (2004: 10), integrity has been defined as honesty, soundness, uprightness, trueness to self or stated values, beliefs or ethics. Success will come when employees and customers respect an organisation for its integrity, and that integrity will be reflected in its management. Image is what one thinks you are and integrity is what one really is. Indecision over matters of ethics can be fatal for organisations.

When recruiting entry-level employees, who do not have a long record of employment or much technical expertise, integrity must be the most important quality to look for. This is very important for municipalities as it is difficult to attract the right affirmative candidate with municipal experience. According to a national survey of 498 small businesses employing a total of more than 5000 people, organisations seeking to hire young employees are far more concerned with their integrity and interest in the job than with their specific technical skills and aptitudes (Hellriegel et al., 2004: 24).

3.8.2 Personal drive and resilience

Personal drive and resilience are especially important when someone sets out to do something no one else has done and when that person faces setbacks and failures (Hellriegel et al., 2004: 24). A manager with personal drive and resilience becomes the competitive advantage of an organisation. These are the managers who are willing to take risks and to innovate. Managers with this competency can make a difference in Local Government in these uncertain times.

3.8.3 Balancing work and life issues

South African labour legislation makes provision for balancing work demands and other family concerns. The self-management competency is needed to decide when and how best to take advantage of such policies. Managers must be able to strike a reasonable balance between work and other life activities so

that neither aspects of living are neglected. This competency also helps managers to take good care of self, mentally and physically and using constructive outlets to vent frustration and reduce tension (Hellriegel et al., 2004: 24).

3.8.4 Self-awareness and development

This dimension of self awareness and development is essential for a dynamic work environment. It includes both task-related learning and learning about oneself. On the one hand, task-related learning can directly improve a manager's performance. Learning about oneself, on the other hand, can help a manager make wiser choices about which types of jobs she or he is likely to enjoy. Research shows that managers, who take advantage of the development and training opportunities that employers offer, learn much from them and advance more quickly than those who do not take advantage of them (Hellriegel et al., 2004: 25).

The development of this dimension leads to managers with clear personal goals and managers who know own values, feelings and areas of strengths and weaknesses. These managers accept responsibility for continuous self-development and learning and develop plans and seek opportunities for personal long term growth.

In these uncertain times in Local Government, it is essential to have managers that are willing to continually unlearn and relearn as may be required by their changing work environment (Hellriegel et al., 2004: 26).

3.9 SUMMARY

As previously mentioned, the majority of South African municipalities are in dire need of sound management and drastic action needs to be taken to address this situation. Numerous variables can be identified to influence the

situation positively or negatively. The only variable to consider is management possessing the required management competencies.

Taking into account the phase of transition the Local Government sector has gone through these past years, it is evident that these competencies should not be taken lightly, and that managers should pay extra attention to developing and expanding their skills to be successful. Government should also realise the only way to address the situation in municipalities is through effective, competent managers.

This chapter started by defining managerial competencies. A discussion then followed on each managerial competency namely communication, planning and administration, teamwork, strategic action, global awareness and self-management.

In the next chapter the process of research design which comprised the selection of a research paradigm, implementing a suitable research methodology, employing data selection, collection and analysis of data will be discussed.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter provided a literary overview of the six competencies identified by Hellriegel et al. (2004: 5) as being particularly important for management to succeed. These competencies, relevant to this study, include communication, planning and administration, teamwork, strategic action, global awareness and self-management.

The primary purpose of this research study, as stated in the main problem statement, is to establish the perceptions of middle and senior management at selected municipalities with regard to their existing (current) competency levels, and their future desired ideal (next ten years) competency levels, in order to determine the competency development needs.

It is anticipated that the main problem statement will be resolved by addressing four related sub-problems, namely:

- What comprises municipal management?
- What comprises managerial competencies?
- What are the perceptions of middle and senior management at selected municipalities with regard to their existing (current) competency levels and their future desired ideal (next ten years) competency levels?
- What are the managerial competency developmental needs at the selected municipalities?

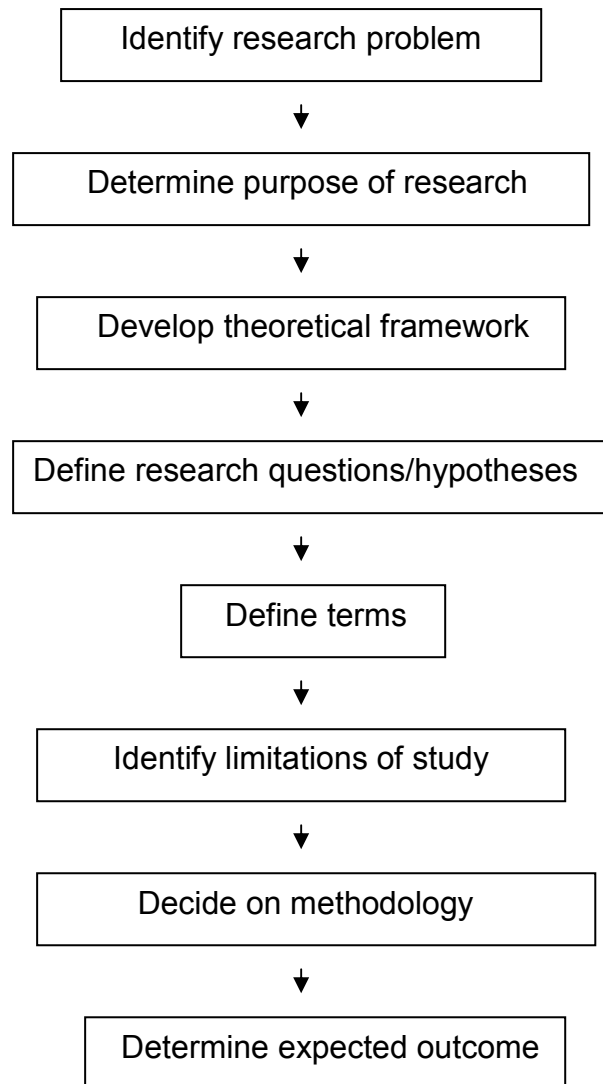
This chapter addresses the research design employed to investigate the main research problem, as well as the related sub-problems.

4.2 RESEARCH DESIGN

Research design can be defined as the science (and art) of planning procedures for conducting studies so as to get the most valid findings. Through this the researcher was guided in researching the problem statement of this study (Collis & Hussey, 2003: 113).

Research can mean different things to different people; however there appears to be agreement that research is a period of enquiry and investigation. Research is also systematic and methodical and it increases knowledge as illustrated in Figure 4.1 (Collis & Hussey, 2003: 1).

Figure 4.1: Overview of research design



Source: Collis & Hussey, 2003: 114

4.2.1 Research paradigm

The choice of research paradigm has important implications on your choice of methodology and methods of collecting data. It also has implications for the choice of research problem and research questions (Collis & Hussey, 2003: 113).

Researchers tend to categorise research studies into either quantitative or qualitative research. Quantitative (positivist) research answers questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena. Qualitative research (post positivist) answers questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participant's point of view. A quantitative study usually results in conformation or disconfirmation of the hypotheses that were tested. A qualitative study is more likely to result in tentative answers or hypotheses about what was observed (Leedy & Ormrod, 2005: 94).

The research paradigm that is most appropriate to resolving both the main problem and sub-problems (see Section 4.1) is that of positivistic research. Quantitative (positivist) research seeks explanations that will generalise to other persons and places. It intends to establish, confirm, or validate relationships and to develop generalisations that contribute to theory (Leedy & Ormrod, 2005: 95). The selection of this approach may be substantiated by the intentions of this research study, namely to:

- Objectively determine what the perceptions of middle and senior management at selected municipalities with regard to their existing (current) competency levels are; and
- deduce what the future desired ideal (next ten years) competency levels are.

4.3 RESEARCH METHODOLOGY

According to Collis and Hussey (2003: 55) methodology refers to the overall approach to the research process and forms the theoretical underpinning to the collection and analysis of data. Table 4.1 provides a list of various

methodologies associated with positivist and phenomenological research paradigms.

Table 4.1: Research paradigms

ELEMENT	POSITIVISTIC	PHENOMENOLOGICAL PARADIGM (QUALITATIVE)
ASSUMPTIONS <ul style="list-style-type: none"> ➤ Ontological ➤ Epistemological ➤ Axiological ➤ Rhetorical ➤ Methodological 	<ul style="list-style-type: none"> ➤ Objective, singular reality ➤ Independent researcher ➤ Free of values, unbiased ➤ Formal quantitative language founded on definitions; impersonal voice ➤ Deductive process; rendered accurate through validity and reliability 	<ul style="list-style-type: none"> ➤ Subjective, multiple reality ➤ Interactive research ➤ Value-intense, biased ➤ Informal qualitative language founded on evolving decisions; personal voice ➤ Inductive process rendered accurate through verification
APPROACH TO SOCIAL SCIENCES	Reality viewed as concrete structure	Reality viewed as projection of human imagination
PURPOSES	Explanation, prediction	Explanation, description
FEATURES <ul style="list-style-type: none"> ➤ Sample size ➤ Approach ➤ Type of data ➤ Location ➤ Reliability ➤ Validity 	<ul style="list-style-type: none"> ➤ Large, representative ➤ Test hypothesis ➤ Specific, precise, numeric ➤ Artificial ➤ High ➤ Low 	<ul style="list-style-type: none"> ➤ Smaller, informative ➤ Generate theory ➤ Smaller, informative ➤ Natural ➤ Low ➤ High
ASSOCIATED METHODOLOGIES	<ul style="list-style-type: none"> ➤ Cross-sectional studies ➤ Experimental studies ➤ Longitudinal studies ➤ Surveys 	<ul style="list-style-type: none"> ➤ Action research ➤ Case studies ➤ Ethnography ➤ Feminist perspective ➤ Grounded theory ➤ Hermeneutics ➤ Participative enquiry

Source: Adapted from Collis & Hussey, 2003: 49, 51, 55 & 60 and Leedy & Ormrod, 2005: 94-96

As mentioned, the positivistic paradigm was selected for the purpose of this study because it lends itself to the use of cross-sectional studies, experimental studies, longitudinal studies and surveys (Collis & Hussey, 2003: 61). The methodology considered most appropriate for this study is that of a descriptive survey. A survey is a positivistic methodology whereby a sample of subjects is drawn from a population and studied to make inferences

about the population. In this study the population is small, and therefore it is normal to collect data from each member of the population (Collis & Hussey, 2003: 66).

After selecting a research methodology, the unit of analysis, the variables employed and the survey sample should be considered (Collis & Hussey, 2003: 121, 151 & 155).

4.3.1 Unit of analysis

According to Collis and Hussey (2003: 121) the unit of analysis is the kind of case to which the variables or phenomena under study and the research problem refer, and about which data is collected and analysed. This unit of analysis can comprise various forms such as a company, or a group of workers, an event, a process or an individual.

The unit of analysis in this research study comprised all the middle and senior managers employed by the Eden District Municipality as well as all the middle and senior managers employed by Category B municipalities within the Eden District Municipality's service area. The relatively small population made it easy to include all the middle and senior managers within the unit of analysis for this research.

4.3.2 Variables used

Collis and Hussey (2003: 151) further explain that a variable is an attribute of the entity which has been chosen as the unit of analysis. In this study, the aggregate of competencies under management in selected municipalities is the entity. Both qualitative and quantitative variables were used in the process of collecting data.

Qualitative variables were used to provide non-numerical attributes such as management level, gender, population group, qualification level and department. Quantitative variables were used to provide numeric information

for the same aggregate. Quantitative variables are divided into discrete quantitative variables and continuous quantitative variables (Collis & Hussey, 2003: 153). Discrete quantitative variables used in the research instrument include the perceptions of existing (current) competency levels and future desired ideal (next ten years) competency levels rated on a scale of one to seven. Continuous quantitative variables included the number of years of experience and ages of the managers.

4.3.3 Survey sample

A survey sample comprises members of a certain population. According to Collis and Hussey (2003: 155), a population refers to a body of people or to any other collection of items under consideration for research purposes. The population under consideration for this study comprises middle and senior management employed by municipalities in the service area, as well as middle and senior managers employed by Eden District Municipality.

According to Collis and Hussey (2003: 155) a good sample must comply with the following:

- Every member of the population must have a chance of being chosen.
- The sample must be large enough to satisfy the needs of the investigation.
- The sample must be unbiased.

The relatively small size of the population (N=40) in this research made it possible to use the whole population as the survey sample.

4.3.4 Data selection, collection and analysis

Collis and Hussey (2003: 160) point out that there are two main sources of data; namely secondary and primary data. This research study obtained data by means of both secondary and primary research.

4.3.4.1 Secondary research

Secondary research comprised an extensive investigation of existing material relevant to the topic.

A literature study was conducted to obtain the information required to satisfy the first and second sub-problems (see Section 1.2.1); namely to establish what comprises municipal management and what comprises managerial competencies. The library of the Nelson Mandela Metropolitan University was used to conduct a data search, via online databases, to establish the existence of any similar studies, dissertations on competencies of management in municipalities. The online databases utilised included EBSCOhost, Emerald, SABINET, various electronic journals and the Internet.

4.3.4.2 Primary research

The process of primary data collection may be defined as that part of the research study concerned with the accumulation of data. Data collection may take place by means of several techniques, such as diaries, focus groups, interviews, observation, protocol analysis, critical incident techniques and questionnaires (Collis & Hussey, 2003: 165 - 173). For this research study a questionnaire, delivered to the respondents, was used. Primary research, therefore, comprised a survey by means of a comprehensive questionnaire, as well as the recording and analysis of the results.

A questionnaire survey is cheaper and less time-consuming than conducting interviews (Collis & Hussey, 2003: 165 - 174). For this research study the

questionnaires were distributed and collected afterwards with the help of an identified contact person at each of the selected municipalities.

The questionnaire was designed by making use of closed questions with seven point Likert-type scales. This design makes it easier to complete the questionnaire, since the respondent was expected to select an appropriate answer, rather than to provide an answer. The use of closed questions with the seven point Likert-type scales also made it easier because of the time constraint (Collis & Hussey, 2003: 179).

The questionnaire consisted of Section A, namely questions pertaining management competencies. In Section B biographical information regarding management level, gender, population group, qualification level and department was requested.

Questions pertaining to management competencies were divided into six specific competencies as being particularly important; namely communication, planning and administration, teamwork, strategic action, global awareness and self-management. Questions were closed and respondents were requested to respond to a seven point Likert-type scales.

The covering letter accompanying each questionnaire clearly indicated the purpose of the survey and is discussed in the Annexures at the end. The questionnaire submitted to the managers in the selected municipalities is provided in Annexure A.

The data collection process undertaken to implement the selected data collection method comprised the following activities:

- Identification of a contact person in each of the selected municipalities;
- identification of all the respondents within the selected municipalities;

- delivery of the questionnaires with an accompanying explanatory letter to the respondents;
- telephonic follow-up with the contact person;
- collection of questionnaires;
- analysis of information; and
- formulation of recommendations regarding the current levels of competencies and the importance of these competencies for the next ten years.

The response rate was 65 per cent with a response of 26 useable questionnaires out of the 40 questionnaires distributed. Data was analysed and calculations were done on MS Excel. The analysis comprised the calculation of the Cronbach alphas and descriptive statistics such as the mean, median and standard deviation (Collis & Hussey, 2003: 195). The calculations were done for all the different managerial competencies and the biographical data.

4.3.5 Credibility of the research findings

Credibility is determined by two measures; namely validity and reliability. Reliability is concerned with the findings of the research and is one aspect of the credibility of the findings and validity is concerned with the extent to which the research findings accurately represent what is happening in the situation (Collis & Hussey, 2003: 196). According to Leedy and Ormrod (2005: 27), the validity and reliability of the measurement instruments influence the extent to which one can learn something about the phenomenon of the study, the probability that one will obtain statistical significance in the data analysis, and the extent to which meaningful conclusions can be drawn from the data.

The design of the research instrument was expected to contribute to achieving validity in results. This was accomplished through the use of seven point Likert-type scale questions. The fact that, because of the small size, the total population was used as sample, also contributed to validity in results.

4.4 SUMMARY

As mentioned previously, the Hellriegel et al. Management Competencies Self-Assessment Inventory measure was used to determine the descriptive statistics of current managerial competencies of respondents. This measure determines which characteristics are representative of the core dimensions of the six key managerial competencies by grouping the 98 statements into six groups. The six groups of statements were further subdivided to represent the various dimensions of each competency (Hellriegel et al., 2004: 32-38).

The process of research design comprised the selection of a research paradigm, implementing a suitable research methodology, employing data selection, collection and analysis of data. This process is the structure used by the researcher to resolve defined answers.

It was contended that the investigation towards management competencies for selected municipalities would be best served by adopting a positivistic research paradigm. Various research methodologies are associated with such a quantitative approach and it was assumed that the use of a survey, administered by means of a questionnaire, would contribute towards reaching conclusions that may provide a solution to the problem being investigated.

The next chapter explains the empirical findings and an analysis of data applied.

CHAPTER 5

EMPIRICAL FINDINGS

5.1 INTRODUCTION

The previous chapters provided comprehensive theoretical overviews of the six competencies identified by Hellriegel et al. (2004: 5) and the research design employed to investigate the research problem, as well as the related sub-problems.

As stated previously, sets of knowledge, skills, behaviours, and attitudes or competencies, are needed in order for a manager to be effective in a wide range of managerial jobs and various organisational settings (Hellriegel et al., 2004: 5). The six identified competencies that, as explained in Chapter 3, form the basis of this study, include communication, planning and administration, teamwork, strategic action, global awareness and self-management. In order to achieve the problem statement of this research an empirical investigation was undertaken to establish the managerial competency profile and required competence among the middle and senior managers of the municipalities in the Eden District Municipality service area. More specifically, the purpose of this chapter is to give effect to sub-problems three and four: Sub-problem three pertains to the perceptions of middle and senior management at selected municipalities with regard to their existing (current) competency levels; and their future desired ideal (next ten years) competency levels. Sub-problem four pertains to the managerial competency developmental needs at the selected municipalities.

In this chapter, the data analysis of the empirical investigation will be given. The empirical findings will be discussed in detail under the following headings; namely, reliability of data, biographical information of respondents, current management competencies of respondents, ideal management competencies of respondents and differences in competency profiles of respondents.

MS Excel was used to conduct the analysis and to calculate the descriptive statistics such as the mean, median and standard deviation (Collis & Hussey 2003: 195).

5.2 RELIABILITY OF DATA

Reliability coefficients of less than 0.50 are deemed to be unacceptable and those above 0.70 as acceptable. A coefficient greater than 0.80 is considered as good (Sekaran, 1992: 284). The calculated Cronbach alphas for the different managerial competencies in this research are reported in Table 5.1.

As shown in Table 5.1, the reported Cronbach alphas for all the management competencies (current and ideal) are greater than 0.90, except current *global awareness* scored a good 0.81 and current *self-management* an acceptable 0.82. Current and ideal *communication*, *planning and administration*, *teamwork* and *strategic action* scored at levels of 0.90 and above. This indicates that the internal reliability of the measures used in the study can be regarded as good. All managerial competencies were thus included in further analysis.

Table 5.1: Cronbach Alpha Coefficient for managerial competencies of Municipal Management

Managerial competencies	Cronbach alpha values	
	Current profile	Ideal profile
Communication	0.90	0.94
Planning and administration	0.91	0.97
Teamwork	0.92	0.93
Strategic action	0.93	0.95
Global awareness	0.81	0.92
Self-management	0.82	0.95

5.3 EMPIRICAL FINDINGS

5.3.1 Biographical information of respondents

The survey population consisted of middle and senior managers employed by the Eden District Municipality and the other Category B municipalities within the Eden District Municipality's service area, Southern Cape.

The respondents consisted of 26 managers indicating a response rate of 65 per cent. Table 5.2 shows the composition of the respondents. The majority (73%) of the respondents are middle management, with only 27 per cent as top management. An outstanding feature is that males constitute 73 per cent of the respondents. The majority (81%) of the respondents, have post matric qualifications. Thus it is evident that most of the respondents are well educated and employed in the corporate services (38%) and finance (35%) departments in their respective municipalities. Fifty per cent of the respondents have sixteen plus years experience and 46 per cent are between the ages 40 to 49.

To summarise, the majority of the respondents who participated in this study were white, male managers with post matric qualification. The respondents are mainly employed in the corporate services (38%) and finance (35%) departments in their respective municipalities.

Table 5.2: Demographic data of respondents

Management level	Frequency	Percentage
Senior Management	7	27

Middle Management	19	73
Total	26	100
Gender	Frequency	Percentage
Male	19	73
Female	7	27
Total	26	100
Population group	Frequency	Percentage
White	16	62
Coloured	7	27
Black	3	11
Asian	0	0
Total	26	100
Highest level of qualification	Frequency	Percentage
Standard 9 or equivalent or lower	0	0
Matric or equivalent	5	19
Matric plus diploma	2	8
Matric plus 1st degree	5	19
Honours degree / B Tech or equivalent	5	19
Master's degree / M Tech / MBA or equivalent	9	35
Doctor's degree / Tech or equivalent	0	0
Total	26	100
Department	Frequency	Percentage
Municipal Manager	2	8
Corporate services	10	38
Finance	9	35
Services	1	4
Community services	2	8
Project Management services	2	7
Total	26	100
Years of experience	Frequency	Percentage
0 – 5	3	12
6 – 10	4	15
11 – 15	6	23
16+	13	50
Total	26	100
Age	Frequency	Percentage
20 – 29	3	12
30 – 39	10	38
40 – 49	12	46
50 – 59	1	4
60+	0	0
Total	26	100

5.3.2 Current management competencies of respondents

As mentioned previously in Chapter 3, the Hellriegel, Jackson and Slocum (HJS) Management Competencies Self-Assessment Inventory measure was used to determine the descriptive statistics of current managerial competencies of respondents, as shown in Table 5.3. The HJS measure determines which characteristics are representative of the core dimensions of the six key managerial competencies by grouping the 98 statement into six groups. The six groups of statements were then further subdivided to represent the various dimensions of each competency (Hellriegel et al., 2004: 32-38).

The instrument was firstly used to determine the current managerial competency profile of middle and senior managers in the selected municipalities in the Southern Cape as presented in Table 5.3.

Table 5.3: Descriptive statistics of current managerial competencies of respondents

Competency	Mean	Median	Minimum	Maximum	S.D.
<i>Communication</i>	5.13	5.23	3.13	6.27	0.81
Informal communication	5.21	5.20	2.80	6.20	0.78
Formal communication	5.10	5.30	3.40	6.20	0.83
Negotiation	5.07	5.20	3.20	6.40	0.83
<i>Planning and administration</i>	5.19	5.36	2.84	6.60	0.94
Information gathering, analysis and problem solving	5.23	5.40	3.20	6.80	0.87
Planning and organising projects	5.14	5.40	3.00	6.00	0.80
Time management	4.95	5.00	3.00	6.20	0.74
Budgeting and financial management	5.29	5.60	2.00	7.00	1.13
Using information systems/software	5.32	5.38	3.00	7.00	1.14
<i>Teamwork</i>	4.93	5.03	3.07	6.40	0.85
Designing teams	4.88	5.00	3.20	6.60	0.90
Creating a supportive environment	4.93	5.00	3.00	6.40	0.84
Managing team dynamics	4.98	5.10	3.00	6.20	0.81
<i>Strategic action</i>	5.25	5.40	2.40	6.53	0.93
Understanding the industry	5.31	5.40	3.00	6.40	0.80
Understanding the organization	5.26	5.40	2.00	6.80	0.98
Taking strategic action	5.18	5.40	2.20	6.40	1.00
<i>Global awareness</i>	4.76	4.95	2.40	5.83	0.83
Cultural knowledge and understanding	5.16	5.39	3.00	6.25	0.83
Cultural openness and sensitivity	4.35	4.50	1.80	5.40	0.83
<i>Self-management</i>	5.46	5.50	3.50	6.70	0.82
Integrity and ethical conduct	5.52	5.50	3.80	6.80	0.87
Personal drive and resilience	5.87	5.90	3.60	7.00	0.79
Balancing work and life issues	4.94	5.00	2.80	6.40	0.85
Self-awareness and development	5.51	5.60	3.80	6.60	0.76

From Table 5.3 it can be seen that the most developed managerial competency amongst the managers is *self-management* with a mean score of 5.46. It is crucial for managers, especially in these turbulent times in Local Government, to take responsibility for their own personal development and also stay motivated. The dimension of this competency with the highest level of development is *personal drive and resilience* with a mean score of 5.87, indicating that these managers are willing to innovate, take risks and show perseverance in the uncertain turbulent Local Government environment. *Balancing work and life issues* with a mean score of 4.94 is the least developed self-management competency, indicating that managers have some difficulty in reaching a balance.

The second most developed competency is *strategic action* with a mean score of 5.25. The dimension of this competency with the highest level of development is *understands the industry* (5.31), which indicates that these managers understand the Local Government industry. *Understanding the organisation* (5.26) is the dimension with the second highest level of development which indicates that these managers understand their local environments. This enables them to diagnose and assess management problems and issues that may arise.

The other competencies which scored a rating above five, include *planning and administration* with a mean score of 5.19 and *communication* with a mean score of 5.13. In the *planning and administration* competency dimension, *using information systems and software* scored the highest with a mean score of 5.32. This is an indication of how important the use of *information systems and software* are for the manager to be a successful manager. The *communication* competency is an essential component for successful management because it assists with sharing of information. Dimensions thereof scored as follows: *formal communication* had a score of 5.10 and *informal communication* had a score of 5.21.

Even though *teamwork* is seen as a solution for managing increasingly complex and dynamic environments, such as the Local Government sector, this is one of the competencies that scored less than five with a mean score of 4.93. The challenges managers face in becoming effective team leaders give rise to problems in *designing teams*, with a mean score of 4.88 and *creating a supportive environment*, which scored 4.93.

The least developed competency is *global awareness* with a mean score of 4.76. This suggests that more attention should be given to *cultural openness and sensitivity* which scored a mean of 4.35. This is a concern in the South African context with its multi cultural work environment. Teams with members from different cultural backgrounds might have difficulty in operating effectively.

5.3.3 Ideal management competencies of respondents

The ideal competencies deemed necessary by managers in Local Government in the next ten years are shown in Table 5.4.

Table 5.4: Descriptive statistics of ideal managerial competencies of respondents

Competency	Mean	Median	Minimum	Maximum	S.D.
Communication	6.02	6.13	4.40	7.00	0.77
Informal communication	5.95	6.20	4.60	7.00	0.75
Formal communication	6.16	6.30	4.00	7.00	0.78
Negotiation	5.96	5.90	4.60	7.00	0.79
Planning and administration	6.24	6.43	4.26	7.00	0.79
Information gathering, analysis and problem solving	6.33	6.60	4.80	7.00	0.65
Planning and organising projects	6.21	6.20	4.60	7.00	0.77
Time management	6.10	6.20	4.80	7.00	0.75
Budgeting and financial management	6.25	6.50	2.60	7.00	0.98
Using information systems/software	6.29	6.63	4.50	7.00	0.80
Teamwork	6.04	6.17	4.40	7.00	0.81
Designing teams	6.17	6.30	4.60	7.00	0.73
Creating a supportive environment	6.04	6.20	4.40	7.00	0.80
Managing team dynamics	5.92	6.00	4.20	7.00	0.89
Strategic action	6.24	6.53	4.60	7.00	0.80
Understanding the industry	6.21	6.50	4.40	7.00	0.81
Understanding the organisation	6.22	6.50	5.00	7.00	0.77
Taking strategic action	6.28	6.60	4.40	7.00	0.83
Global awareness	5.93	6.15	3.55	7.00	1.02
Cultural knowledge and understanding	6.20	6.50	4.50	7.00	0.87
Cultural openness and sensitivity	5.66	5.80	2.60	7.00	1.16
Self-management	6.04	6.25	4.40	7.00	0.84
Integrity and ethical conduct	6.12	6.40	4.60	7.00	0.78
Personal drive and resilience	6.02	6.20	4.00	7.00	0.92
Balancing work and life issues	5.88	6.00	4.40	7.00	0.80
Self-awareness and development	6.12	6.40	4.60	7.00	0.86

It can be seen from Table 5.4 that both *planning and administration* and *strategic action* with mean scores of 6.24 are deemed the most important competencies required for future management in Local Government. All dimensions of these competencies have a mean score above six indicating that the respondents considered *information gathering, analysis and problem solving* with a mean score of 6.33, *using information systems and software*

with a mean score of 6.29, and *taking strategic action* with a mean score of 6.28 as very to extremely important for effective management in the future. As stated in the theoretical overview, better planning can lead to improved efficiency in all areas of management.

The second most important competencies are *self-management* and *teamwork*. The high scoring of the *self-management* competency with a mean of 6.04, indicates that managers acknowledge the importance of taking responsibility for their own personal development and the necessity of reaching a balance between work and life issues. Managers perceive the dimensions of *teamwork* as follows: *designing teams* with a mean score of 6.17, *creating a supportive environment* with a mean score of 6.04 and *managing team dynamics* with a mean score of 5.92. These mean values indicate that managers understand that *teamwork* is essential for effective management, although they currently are not employing this competency very well (4.93).

Communication also scored a mean above six which indicates that it is perceived as important by managers. *Global awareness* scored below six with a mean of 5.93. However the dimension of *cultural knowledge and understanding* scored a mean of 6.20, which gives an indication of its perceived importance. This emphasises the perceived need to achieve this competency in South Africa, with its multi-cultural mix.

5.3.4 Differences in competency profiles of respondents

In order to establish the development needs of managers, their current managerial competency level was compared to their ideal level in future. The findings contained in Table 5.5 reflect the difference scores calculated for each competency and its various dimensions, by subtracting the corresponding current competency from the ideal competency.

All the mean scores except the one indicated in bold, namely *personal drive and resilience* indicate that there is a significant difference at the 95 per cent

confidence level between the current and the ideal competencies. One sample t-test was performed for all mean difference scores for the six key competency groups at the 95 per cent confidence level. No other differences were found to be statistically significant at the 95 per cent confidence level, implying that development needs do exist.

All the p-values except the one indicated in bold, namely *personal drive and resilience* are less than 0.05. Where the p-value is less than the significance level of 0.05 it indicates that the result is statistically significant (at the 5 per cent level). This means the probability of incorrectly rejecting the null hypothesis is less than 5 per cent.

Table 5.5: Difference between current and ideal competencies of respondents

Competency	Mean	S.D.	p-value
Communication	0.90	0.89	0.0000
Informal communication	0.75	0.74	0.0000
Formal communication	1.06	1.02	0.0000
Negotiation	0.89	0.92	0.0000
Planning and administration	1.05	1.05	0.0008
Information gathering, analysis and problem solving	1.10	0.76	0.0000
Planning and organising projects	1.07	0.92	0.0000
Time management	1.15	0.83	0.0000
Budgeting and financial management	0.96	1.54	0.0039
Using information systems/software	0.97	1.18	0.0003
Teamwork	1.11	0.96	0.0000
Designing teams	1.29	0.92	0.0000
Creating a supportive environment	1.11	0.91	0.0000
Managing team dynamics	0.94	1.04	0.0001
Strategic action	0.98	1.02	0.0001
Understanding the industry	0.90	0.83	0.0000
Understanding the organisation	0.95	1.07	0.0001
Taking strategic action	1.10	1.17	0.0001
Global awareness	1.18	1.22	0.0001
Cultural knowledge and understanding	1.04	1.01	0.0000
Cultural openness and sensitivity	1.32	1.43	0.0001
Self-management	0.57	0.92	0.1317
Integrity and ethical conduct	0.60	1.06	0.0078
Personal drive and resilience	0.15	1.13	0.5174
Balancing work and life issues	0.94	0.70	0.0000
Self-awareness and development	0.58	0.80	0.0014

The difference between current and ideal managerial competencies, in order of importance is:

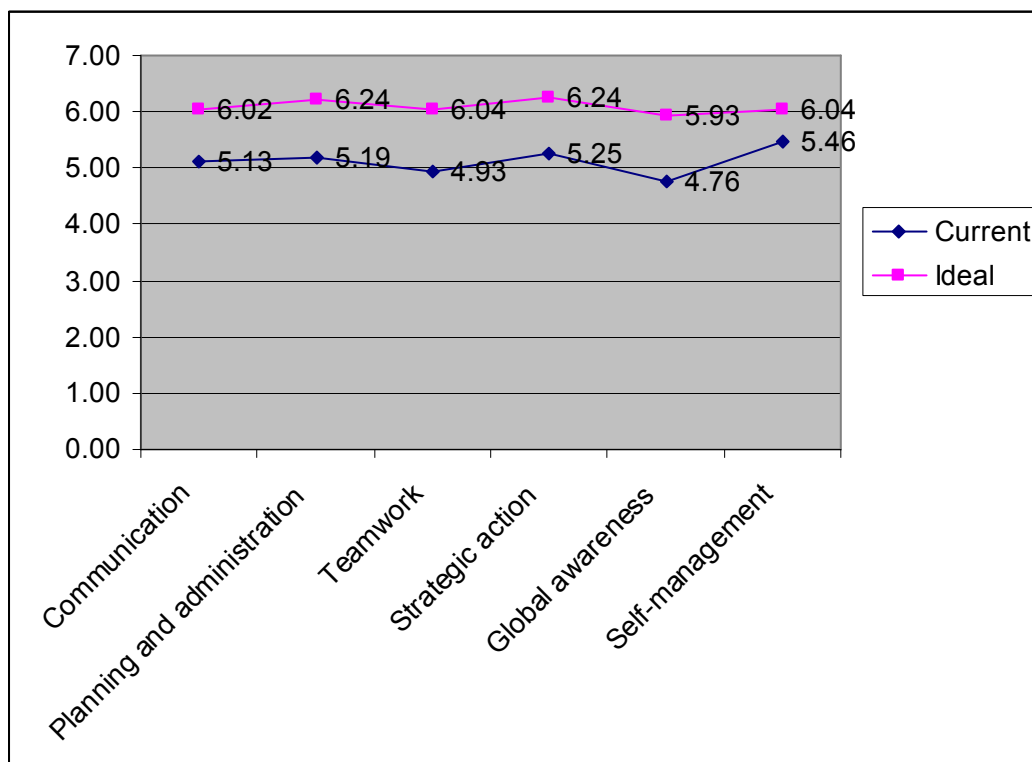
- Global awareness (1.18)
- Teamwork (1.11)
- Planning and administration (1.05)
- Strategic action (0.98)
- Communication (0.90)
- Self-management (0.57)

The smallest difference in mean scores is between the current and the ideal *self-management* competency, with a mean score of 0.57. This is due to the

dimension *personal drive and resilience* having no significant difference, because of its higher level of development.

Figure 5.1 shows a graphical presentation of the difference in the current and ideal competency profiles. These mean values were obtained from Tables 5.3 and 5.4.

Figure 5.1: Differences in competency profiles



This graph further illustrates that there is indeed a significant need for development of all the competencies, in order to reach the ideal competency level needed for further management in Local Government, especially *global awareness*.

5.4 SUMMARY

All of the managerial competencies scored Cronbach alpha values above 0.81, indicating that the internal reliability of the measures used in this study can be regarded as good. All the respondents were middle and senior managers at local municipalities. The majority of the respondents who participated in this study were white males in middle and senior management with post matric qualifications. The respondents are mainly employed in the corporate services (38%) and finance (35%) departments in their respective municipalities.

The following current managerial competencies were amongst the most developed: *self-management, strategic action, planning and administration and communication*. The least developed current competency was *global awareness*.

The managerial competencies regarded as the most important for the next ten years include: *planning and administration and strategic action*. *Global awareness* was regarded as the least important.

A significant difference exists between the current and ideal managerial competency profiles, with the biggest difference in global awareness. This indicates that managers need to develop their current competency levels to be effective in future in Local Government, especially the global awareness competency.

The final summary, recommendations and conclusion of this study will be presented in Chapter 6.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The purpose of this chapter is to present the summary, conclusion and recommendations of the study. At the same time a synopsis of the previous chapters will be given.

6.2 SUMMARY OF THE STUDY

In the introductory chapter of this study, the research question and problem statement, the sub-problems, the methodology used, as well as the limitations of the research were outlined. The problem statement of this research included the assessing of the current standing of contemporary management competencies required by municipalities by focusing on the six Category B municipalities that are located within the service area of Eden District Municipality, Southern Cape.

In Chapter 2 an overview of management in Local Government in South Africa and in the area of the Eden District Municipality was discussed. Also discussed was Local Government's primary as well as development role as enacted in the various legislations. As previously mentioned, Local Government affects almost every aspect of daily life, from the provision of basic services like water and electricity, to the development of the local economy.

In Chapter 3 a literature study was firstly undertaken, which focused on defining managerial competencies. Thereafter the key competencies and their

various dimensions were discussed. The following managerial competencies were identified and formed the basis of the empirical investigation:

- Communication (informal communication, formal communication and negotiation)
- Planning and administration (information gathering, analysis and problem solving, planning and organising projects, time management and budgeting and financial management)
- Teamwork (designing teams, creating a supportive environment and managing team dynamics)
- Strategic action (understanding the industry, understanding the organisation and taking strategic action)
- Global awareness (cultural knowledge and understanding and cultural openness and sensitivity)
- Self-management (integrity and ethical conduct, personal drive and resilience, balancing work and life issues and self-awareness and development)

The importance of managers developing the above competencies, to assist them in addressing the challenges of a dynamic, uncertain and complex Local Government environment was highlighted in Chapter 3.

In Chapter 4 the process of research design was discussed. The research design comprised the selection of a research paradigm, the implementation of a suitable research methodology, employing data selection, collection and analysis of data. The process is the structure utilised by the researcher to resolve defined answers.

In Chapter 5 the empirical findings were reported, based on data from 26 respondents within selected municipalities in the Southern Cape.

The most developed current managerial competencies of the respondents were self-management, strategic action, planning and administration and communication. Global awareness was the least developed current competency. In addition the respondents deemed planning and administration and strategic action as the most important competencies necessary for efficient future management. Global awareness was regarded as the least important.

In order to determine the development needs of current managers, their current and ideal competencies were compared. Significant differences were indicated in all, especially global awareness. This indicates that managers need further development in all the competencies in order for them to reach their ideal competency levels.

6.3 CONCLUSION

The conclusions for this research will be given according to the sub-problems as stated in Section 1.2.1 in Chapter 1. By giving effect to these sub-problems, the problem statement, namely to assess the current standing of contemporary management competencies required by municipalities, was solved.

a. Sub-problem one: What comprises municipal management?

The Demarcation Act (Act 27 of 1998) reduced the number of municipalities from 843 municipalities to the current 284 municipalities by means of amalgamation. The justification behind the amalgamation was the establishing of more financially viable municipalities. The disparities created during Apartheid in terms of service delivery and

infrastructural development therefore need competent management to manage the process of addressing these deficiencies and backlogs.

Management in a municipality comprises both political and administrative levels of management. Administratively the Municipal Manager is the head of the municipality, but subject to the policy directions of the Municipal Council which represents the political level of management. Municipalities render basic services directly to the local community, but this must take place in co-operative governance with the other spheres of government. Legislation like the Municipal Structures Act (Act 117 of 1998) and the Municipal Systems Act (Act 32 of 2000) recognises the importance of Local Government development. It further recognises the social and economic development orientation of Local Government, which ensures that municipalities fulfill their obligations as stated in the Constitution of the Republic of South Africa (Act 108 of 1996).

Many municipalities suffered because of the lack of management competencies created by the process of transformation and now also have to deal with the additional burden created by the Demarcation Act.

The fact that Local Government affects almost every aspect of daily life, from the provision of basic services like water and electricity, to the development of the local economy, puts more pressure on the competency levels of the management.

The question relevant to this research is whether management at Local Government level has the relevant competencies to manage and steer Local Government through this process.

b. Sub-problem two: What comprises managerial competencies?

According to a literature study given in Chapter 3 the following managerial competencies identified by Hellriegel et al. (2004: 5) were used and formed the basis of the empirical investigation; namely:

- Communication;
- planning and administration;
- teamwork;
- strategic action;
- global awareness; and
- self-management.

As previously mentioned the majority of South African municipalities are in dire need of sound management and drastic action needs to be taken to address this situation. Numerous variables can be identified to influence the situation positively or negatively. However, the only variable to consider is whether management possesses the required management competencies to complete their designated tasks efficiently.

Taking into account the phase of transition the Local Government sector has undergone through the past years, it is evident that these competencies should not be taken lightly, and that managers should pay extra attention to developing and expanding their skills in order to be successful. Government should also realise the only way to address the situation in municipalities is through effective, competent managers.

- c. Sub-problem three: What are the perceptions of middle and senior management at selected municipalities with regard to their existing (current) competency levels and their future desired ideal (next ten years) competency levels?

As previously mentioned, self-management was the most developed current competency. In these turbulent times in Local Government, self-management is the key to successful management and staying on track. The competencies that were deemed important for future management are planning and administration and strategic action. To be effective as a manager in Local Government in these dynamic, uncertain and complex local times managers might need developed planning and administration and strategic action competencies.

The second most developed competency was strategic action. The uncertainty in this sector might be a possible reason for the development and high ranking of this competency which is a requirement for success in uncertain times. The respondents recognised the importance of this competency and ranked it as one of the two highest for future requirements.

Strategic action involves understanding of the Local Government industry, and the specific Local Government environment as well as implementation and management of strategies.

The current ideal competency that is less developed and is deemed least important for management in the future is global awareness. This competency includes the following dimensions: cultural knowledge and understanding and cultural openness and sensitivity. In the light of the multicultural society in which South African managers have to operate, this competency needs to be more highly rated. Managing an increasingly transformed Local Government workforce can be made easier by the dimensions of this competency. The lack of cultural

knowledge and understanding and cultural openness and sensitivity might lead to cultural tension and intolerance.

- d. Sub-problem four: What are the managerial competency developmental needs at the selected municipalities?

Finally the difference between current and ideal competency profiles of the municipalities was identified in order to establish the development needs of current managers. The smallest difference between the current and ideal competency levels was present under the self-management competency.

Communication, planning and administration, teamwork and global awareness are the competencies requiring development. Specific recommendations with regard to these competencies are given in the following section.

6.4 RECOMMENDATIONS

Based on the empirical findings and developmental needs of respondents, the following recommendations are made:

- Managers need to practice their communication skills, because getting work done by other people involves proper communication to effectively manage service delivery to the people. By asking questions, showing interest and listening attentively, these skills can be developed. By practicing to maintain eye contact and using non-verbal cues to encourage talk, effective communication can be developed further.
- Workshops should be held in order to educate managers with regard to the planning process and proper time management. Managers also need to read articles to improve their general knowledge regarding

management functions and their industry. Thorough knowledge of their organisation will also ensure that managers do not lose sight of what creates culture and this will further enable them to know what risks can be taken in this dynamic, uncertain and complex Local Government environment.

- By holding team-building sessions, work teams will be helped to set goals, develop positive interpersonal relationships and clarify the roles and responsibilities of each team member.
- In order for managers to stay informed of political, social and economic trends and events around the world which may have an impact on the management of the Local Government environment, they need to attend seminars and read published articles. Recognising South Africa's cultural diversity and the impact on the organisation will enable managers to develop their global awareness competencies. An open attitude about cultural differences and sensitivity to them are also important for anyone who operates across cultural boundaries. Asking employees periodically what they need to improve their personal comforts, and where possible, undertaking to have those needs met, will improve the working environment.

As mentioned in the abstract, in his 2006 State of the Nation Address, President Thabo Mbeki emphasised the need for the development of managerial competencies and other skills to empower the country's municipalities to meet the needs of the community. Municipalities in South Africa have undergone large scale transformation since 2000. The reason behind the changes has been the correction of imbalances, inequities and disparities within our local municipalities as a result of Apartheid. In order to meet the needs of the local community, municipalities need to render effective and efficient services. The lack of relevant managerial competencies, in turn, adversely influences the municipality's capacity to deliver the required services. It is therefore essential that management competencies are

developed in order to assist managers in addressing the challenges of a dynamic, uncertain and complex municipal environment.

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ANNEXURE A**COVERING LETTER FOR QUESTIONNAIRE**

MBA STUDENT (NMMU Business School)

Purpose of the project

Under the auspices of the MBA Unit of the Nelson Mandela Metropolitan University Business School, this project is part of an academic study that is being conducted to investigate the level of managerial competency proficiency as well as ascertaining future management challenges in municipalities in the Southern Cape. In order to achieve this, use will be made of the attached Management Competencies questionnaire.

The purpose of this project is to assess the perceptions and opinions of strategic management on the proficiency of the current managerial competencies as well as appraising the ideal management competencies required to cope with management challenges in the next 10 years. A competency is viewed as a combination of knowledge, skills, traits, behaviours and attitudes required by an individual to be effective in a managerial position.

Viewed against the importance of dynamic and effective leadership within the municipal sphere of government and in the context of global change and an unpredictable economy, I request you as a key role-player to share opinions with me.

The success of this project greatly depends on your co-operation and should not take more than 30 minutes of your time to complete the questionnaire. All information will be treated in the strictest of confidence.

A copy of the findings will be forwarded to your, upon request. Please return the completed questionnaire to

Thanking you for your time.

Hannes Krapohl

MANAGEMENT COMPETENCIES

Listed below are a number of statements that describe a level of attainment on a dimension of a managerial competency. The objective is to assess:

- Your **current (actual) level of attained competency in column A**, i.e. how do you rate your own level of attained competency according to each statement?
- the **relative importance of competencies (ideal) required for the next ten years for your organisation in column B**.

In your opinion, please indicate your actual level of attained competency for each of the following statements in **Column A (1 = poor to 7 = excellent)**. It is important that you choose a number that is most descriptive of what you are actually like rather than what you would prefer to be like. More specifically:

1 = I have very little relevant experience. I have not yet begun to develop this characteristic. Poor

7= I think I am outstanding on this characteristic. I need to maintain my strength and effectiveness on this characteristic. Excellent

In **Column B** indicate the how important you regard each of the following statements (dimensions of competency) for your organisation in the future (next ten years) (**1 = unimportant to 7 = extremely important**).

PART a: MANaGEMENT COMPETENCIES

There are no right or wrong answers – please merely circle a number that best reflects your views.

	Current (actual) level of attained competency (Column A)							Relative importance of competencies (ideal) required for the next ten years (Column B)						
Statement	Poor \longleftrightarrow Excellent							Unimportant \longleftrightarrow Extremely important						
1 Seeks out and listens to others who have contrary opinions.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2 In speaking with others, is able to make people feel comfortable in different situations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3 Varies communication approach when dealing with others from different backgrounds.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

	Current (actual) level of attained competency (Column A)							Relative importance of competencies (ideal) required for the next ten years (Column B)						
Statement	Poor ←————→ Excellent							Unimportant ←————→ Extremely important						
4 Builds strong interpersonal relationships with a diverse range of people.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5 Shows genuine sensitivity to the feelings of others.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6 Informs people of events that are relevant to them.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7 Makes persuasive, high-impact presentations before groups-	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8 When making formal presentations, handles questions from the audience well.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9 Writes clearly and concisely.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10 Communicates effectively using electronic media.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11 Is comfortable using power associated with leadership roles?	1	2	3	4	5	6	7	1	2	3	4	5	6	7
12 Is skilled at influencing superiors.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
13 Is skilled at influencing peers.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
14 When addressing problems, finds solutions that others perceive as fair.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
15 In conflict situations, helps parties move toward win-win situations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
16 Monitors information that is relevant to ongoing projects and activities.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
17 Obtains and uses relevant information to identify symptoms and underlying problems.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
18 Makes decisions on time.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
19 When taking risks, is able to anticipate negative and positive consequences.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
20 Knows when expert knowledge is needed and seeks it out to solve problems.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
21 Develops plans and schedules to achieve specific goals efficiently.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
22 Prioritises tasks in order to stay focused on those that are most important.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
23 Can organise people around specific tasks to help them work together toward a common objective.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
24 Is comfortable delegating responsibility for tasks to others?	1	2	3	4	5	6	7	1	2	3	4	5	6	7

	Current (actual) level of attained competency (Column A)							Relative importance of competencies (ideal) required for the next ten years (Column B)						
Statement	Poor ←————→ Excellent							Unimportant ←————→ Extremely important						
25 Anticipates possible problems and develop plans for how to deal with them.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
26 Handles several issues and projects at the same time but doesn't spread self too thin.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
27 Monitors and keeps to a schedule or negotiates changes in the schedule if needed.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
28 Works effectively under time pressure.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
29 Knows when to permit interruptions and when to screen them out.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
30 Knows when to renegotiate established deadlines in order to deliver satisfactory results.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
31 Understands budgets, cash flow, financial reports, and annual reports.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
32 Regularly uses budgets and financial reports to make decisions.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
33 Keeps accurate and complete financial records.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
34 Creates budgetary guidelines for others.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
35 Works well within the budgetary guidelines given by others.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
36 Formulates clear goals that inspire team members' commitment.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
37 Appropriately selects team members, taking into account diversity of viewpoints and technical skills.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
38 Provides team members with a clear vision of what is to be accomplished by the team as a whole.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
39 Assigns tasks and responsibilities to individual team members consistent with their competencies and interests.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
40 Creates a process for monitoring team performance.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
41 Creates a team setting in which team members feel that their suggestions make a difference.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
42 Recognises, praises, and rewards team members for their contributions.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

	Current (actual) level of attained competency (Column A)							Relative importance of competencies (ideal) required for the next ten years (Column B)						
Statement	Poor ←————→ Excellent							Unimportant ←————→ Extremely important						
43 Assists the team in acquiring the resources and support it needs to accomplish its goals.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
44 Acts as a coach, counsellor, and mentor for team members.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
45 Is patient with team members as they learn new roles and develop their competencies?	1	2	3	4	5	6	7	1	2	3	4	5	6	7
46 Is aware of team members' feelings.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
47 Understands the strengths and limitations of team members.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
48 Brings conflict and dissent within the team into the open and use them to improve quality of decisions.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
49 Facilitates cooperative behaviour among team members.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
50 Keeps the team moving toward its goals.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
51 Understands the history of service delivery of which the organisation is part.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
52 Stays informed of the demands/actions of clients and stakeholders in the local government of which the organisation is part.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
53 Is able to analyse general industry demands/needs/trends and understand their implications for the future of local government.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
54 Quickly recognises when significant changes occur in relation to development of local government.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
55 Knows how local government operates in its geographical area.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
56 Understands the concerns of all major stakeholders in local government and importance of strategic public and private partnerships.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
57 Understands the strengths and limitations of various business strategies with regard to development of local government.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
58 Knows the distinctive strengths of the organisation.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
59 Understands the organisational structure and how work is really accomplished.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

	Current (actual) level of attained competency (Column A)							Relative importance of competencies (ideal) required for the next ten years (Column B)						
Statement	Poor ←————→ Excellent							Unimportant ←————→ Extremely important						
60 Is able to fit into the unique culture of the organisation.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
61 Assigns priorities that are consistent with the organisation's mission and strategic goals as outlined in the IDP.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
62 Recognises and resists pressures to behave in ways that are not consistent with the organisation's mission and strategic goals.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
63 Considers the long-term implications of decisions on the organisation.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
64 Establishes tactical and operational goals to implement strategies.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
65 Keeps the unit focused on its goals.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
66 Stays informed of political events on national and provincial level.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
67 Stays informed of economic events on national, provincial and regional level.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
68 Recognises the impact of local events on the organisation.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
69 Understands and speaks the Western Cape third official language, Xhosa.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
70 Is sensitive to cultural cues and is able to adapt quickly in novel situations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
71 Recognises that there is great variation within any culture and avoids stereotyping.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
72 Appropriately adjusts behaviour when interacting with people from various national, ethnic, and cultural backgrounds.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
73 Understands how own cultural background affects own attitudes and behaviours.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
74 Is able to empathise with those from different cultural backgrounds.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
75 Has clear personal standards that serve as a foundation for maintaining a sense of integrity and ethical conduct-	1	2	3	4	5	6	7	1	2	3	4	5	6	7
76 Maintains personal ethical standards under fire.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

	Current (actual) level of attained competency (Column A)							Relative importance of competencies (ideal) required for the next ten years (Column B)						
Statement	Poor ←————→ Excellent							Unimportant ←————→ Extremely important						
77 Is sincere and projects self-assurance; doesn't just tell people what they want to hear.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
78 Recognises own mistakes and admits to having made them.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
79 Accepts responsibility for own actions.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
80 Seeks responsibility beyond what is required by the job.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
81 Is willing to innovate and take personal risks.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
82 Is ambitious and motivated to achieve goals.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
83 Works hard to get things done.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
84 Shows perseverance in the face of obstacles.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
85 Strikes a reasonable balance between work and other life activities.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
86 Takes good care of self mentally and emotionally.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
87 Uses constructive outlets to vent frustration and reduce tension.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
88 Exercises and eats properly.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
89 Knows how to enjoy leisure time.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
90 Has clear personal and career goals.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
91 Knows own values, feelings, and areas of strengths and limitations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
92 Accepts responsibility for continuous self-development.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
93 Develops plans and seek opportunities for personal long-term growth.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
94 Analyses and learns from work and life experiences.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
95 Are you able to use spreadsheets and word processing software effectively?	1	2	3	4	5	6	7	1	2	3	4	5	6	7
97 Are you able to use the municipality's information system effective in the executing of your duties?	1	2	3	4	5	6	7	1	2	3	4	5	6	7
98 Are you able to import data from the information system in a spreadsheet for the purpose of manipulating the data?	1	2	3	4	5	6	7	1	2	3	4	5	6	7

SECTION B – BIOGRAPHICAL INFORMATION

Name of Local Authority : _____

Address of Local Authority: _____

Designation of respondent: _____

Telephone number: _____

Email address: _____

A GENERAL INFORMATION

Please mark your selection with an (X)

1 Please indicate your management level

Top management level		1
Middle management level		2
Lower/Supervisory management level		3

2 Please indicate your gender

Male		1
Female		2

3 Please indicate to which population group you belong.

White		1
Coloured		2
Black		3
Asian		4
Not willing to say		5

4 Please specify your highest level of qualification?

Standard 9 or equivalent or lower		1
Matric or equivalent		2
Matric plus diploma		3
Matric plus 1 st degree		4
Honours degree/B Tech or equivalent		5
Master's degree/M Tech/MBA or equivalent		6
Doctor's degree/Tech or equivalent		7
Other, please specify: Eg: Chartered Accountant		8

5 What department are you from?

Municipal Manager		1
Corporate services		2
Finance		3
Services		4
Community services		5

Other		6
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- 6 How many employees are employed by your organisation? _____ People
- 7 How many employees are in you HR department, including the finance staff in the salary and wages sections? _____ People
- 8 What is the value of you Council's operating budget for the 2005/2006 financial year?
R_____
- 9 What percentage of your council's budget for 2005-2006 is for Salary, wages and allowances? _____%
- 10 Please can you mention any variable an/or factor that may have influenced your attained level of managerial competency? For example: in-house training, job satisfaction, and organisational values.

Thank you for your cooperation.